

# 1997-98 SESSION COMMITTEE HEARING RECORDS

Committee Name:

Joint Committee on  
Finance (JC-Fi)

Sample:

Record of Comm. Proceedings ... RCP

- 05hrAC-EdR\_RCP\_pt01a
- 05hrAC-EdR\_RCP\_pt01b
- 05hrAC-EdR\_RCP\_pt02

➤ Appointments ... Appt

➤ \*\*

➤ Clearinghouse Rules ... CRule

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➤ Committee Hearings ... CH

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➤ Committee Reports ... CR

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➤ Executive Sessions ... ES

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➤ Hearing Records ... HR

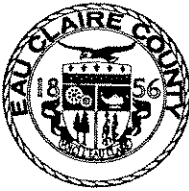
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➤ Miscellaneous ... Misc

➤ 97hrJC-Fi\_Misc\_pt177

➤ Record of Comm. Proceedings ... RCP

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Eau Claire County  
DEPARTMENT OF HUMAN SERVICES  
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Eau Claire, Wisconsin 54702-0840  
(715) 831-5700  
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Judith S. Hodgson  
Director

April 18 1997

Ms. Angie Wiersgalla - Director  
Western Dairyland RSVP  
PO Box 45  
Independence WI 54747

APR 21 1997

RE Ms Betsy Kohlhoff

Dear Angie

This letter is pursuant to our recent phone conversation regarding the significance of the RSVP as it impacts not only the sector of the community where the program is providing the service, but also the impact it has on the life of the individual volunteer.

Many of the elderly people I work with through my agency are struggling with numerous health issues to the extent that they do not have sufficient physical energy remaining to consider doing volunteer work. However, periodically we discover special and unique elderly individuals who are also facing many health problems, but manage to depreciate the attention these health issues would normally demand. These unique folks prepare to focus on obtaining a quality of life they can "carve" out for themselves.

Ms. Kohlhoff has succeeded in doing this through her volunteer position with the Department of Transportation in Eau Claire. As I think of Ms. Kohlhoff I recognize the following strengths in her: her style of working with people; her friendliness; and sincerity in addition to very adequately being prepared to provide the public with the information she makes available to them through her volunteer position.

My client radiates happiness, satisfaction, and fulfillment from her current volunteer assignments. Her family members have stated they have not seen her so happy in years. All of which I believe has been made possible through her opportunity to find herself in society's mainstream where she provides a valuable and appreciated service.

Thank you all at Western Dairyland for all you have done for Ms. Kohlhoff.

Sincerely

Charles Anderson SW III  
Adult Services Unit

CA/smw

# WELLINGTON PRESS

438 Gilbert Avenue, Eau Claire, Wisconsin 54701

April 20, 1997

MEMO:

To: Joint Legislative Finance Committee

From : Janet Carson, Senior Citizen, Eau Claire

Re: Proposed reduction of WPR's State support by 12 percent

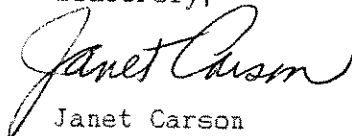
Wisconsin Public Radio has worked hard to raise money to replace State reductions. This is the second biennium in a row in which the portion of UW Extension that includes WPR has been subjected to targeted cuts. These cuts at this time will result in significant damage to WPR.

I listen faithfully to both WHWC and WUEC. As a senior citizen my days are brightened and stimulated by classical music as well as the Ideas Network.

These stations are my constant friends. As an author and artist I have given gnerously over the past years not only in cash donations, but also through my paintings, auctioned for WPR's benefit.

The quality of my life and that of countless other senior citizens will be greatly diminished if these cuts are made.

Sincerely,

A handwritten signature in cursive script that reads "Janet Carson".

Janet Carson

For information call Janet Carson at (715)834-3835



**EAU CLAIRE**  
**AREA SCHOOL DISTRICT**

500 MAIN STREET  
EAU CLAIRE, WI 54701-3770  
(715) 839-6071  
FAX # (715) 833-3481

April 22, 1997

To: Joint Finance Committee, Wisconsin State Legislature

Fr: Sherri K. Torkelson, School to Work Initiative Coordinator  
Eau Claire Area School District

RE: Testimony regarding School to Work in the proposed 1997-99 State Budget

Thank you for this opportunity to share the perspective of the Eau Claire Area School District regarding the proposed budget. As the School to Work Coordinator for the District for the past 6 years, I have had the privilege of seeing the partnerships between education and the business community greatly enhance the education of our students, beginning with the Education for Employment standard and growing into School to Work as we know it today. The collaboration that has developed as a result of the support of the state and federal agencies is a compliment to the dedication of both the education and the business leadership.

We sincerely appreciate and support the Governor's efforts to make funding for School to Work an integral part of the budgeting system in the state. His vision for School to Work and his role as a national leader in School to Work are a credit to the state of Wisconsin. The role of his Council on Workforce Excellence will be key to continuing the focus of efforts on School to Work implementation across the state.

By our most recent School to Work bench marking report, the ECASD has over 800 businesses participating in some aspect of School to Work. We have approximately 11,600 students, grades K-12, who have experienced the world of work through work experiences, job shadowing, career fairs and shows, guest speakers, industry projects and community service activities. Our teachers are able to spend time with business, industry, and labor to develop relevant applications in all areas of curriculum. With the support of our business and post-secondary partners, our students participate in planned, sequential career exploration opportunities at all grade levels that will help them make informed decisions regarding their futures. These activities are all direct results of joint efforts of local businesses and educators.

I would like to briefly address two areas of the proposed legislation. First, the proposed revision of the definition of School to Work causes concern. The first change refers only to work-based learning. However, School to Work has been successful because of the classroom instructional piece-the career education, the integrated learning applications, the support of all content areas, not just vocational and occupational programs. The

proposed revision also limits the definition to high school activities. A comprehensive School to Work model supports integrated Career Education from kindergarten on through post-secondary education. Students must have the opportunity to learn about the workplace at all grades and through all contents. School to Work is an educational initiative and must continue to be grounded in curriculum and classroom practice. It must support and enhance long term career exploration, planning and development for students as they move through secondary education and into post-secondary opportunities.

The second piece is the proposed consolidation of positions from the three agencies involved, DPI, WTCS, and DWD. The collaborative efforts I mentioned earlier have come about because of the model of equal partnership between state education agencies and the state workforce development agency. This equal partnership has enabled these agencies to serve their unique populations in the ways that best meet their needs. The Department of Workforce Development, the Department of Public Instruction, and the Wisconsin Technical College System have utilized their respective resources to encourage School to Work activities appropriate to their constituents. DPI and the WTCS have access to all K-14 educators, regardless of content area and specialty. DWD has access to employers, business associations, and business leaders across the state - each agency needs to be accountable to the population they serve.

One of the goals of the proposed legislation is to provide a central point of accountability. There is definitely a need for greater cooperation and collaboration at the State level to provide School to Work services to both education and business. But this needs to be a joint effort between DPI, WTCS, and DWD. We also need to work harder to bring the University system in as an equal player. Accountability, reporting, and implementation of school-based and work-based aspects of School to Work needs to be addressed and streamlined. As we do this, educators at all levels must be able to contact their state educational leadership and business needs to be able to look to state business leadership for answers and assistance. The responsibility for delivering instruction and implementing the educational needs of School to Work needs to come from the educational institutions, and the responsibility for encouraging new and continuing support from the business community needs to come from the Department of Workforce Development.

Attached to this testimony is a document that identifies a number of questions we would like you to consider as you begin to address this part of the budget. If I can be of assistance or answer questions, please contact me at 715-833-3463. Thank you for your time today.



## **EAU CLAIRE AREA SCHOOL DISTRICT**

500 MAIN STREET  
EAU CLAIRE, WI 54701-3770  
(715) 839-6071  
FAX # (715) 833-3481

March 6, 1997

### **STATE OF WISCONSIN 1997-99 BUDGET**

#### **IMPLICATIONS FOR SCHOOL TO WORK**

The recently-released Budget for the State of Wisconsin contains a section which specifically addresses the School to Work Initiative for the state (See attached.) The proposal, which would consolidate the School to Work staff from the Department of Public Instruction (DPI) and the Wisconsin Technical College System (WTCS) with the Department of Workforce Development (DWD) as part of the Division of Connecting Education and Work, raises a number of concerns regarding the continued efforts of the STW Initiative.

The most significant impact is the revision or "clarification" of the definition of School to Work. The state definition now reads as follows: "School to Work Transition is the process of transforming youth from students to economically self-sufficient adults." The purpose is to "create a SYSTEM for easing ALL STUDENTS' transition from high school into further education and/or employment".

School to Work currently includes:

- a. school-based learning (integrated and applied curriculum in required and elective areas, such as our "English: Preparation for the 21st Century", "Biotechnology", "Principles of Engineering", etc.);
- b. work-based learning (Cooperative School Supervised Work Experience programs in vocational areas, Youth Apprenticeships, job shadowing, internships, mentorships, etc); and
- c. connecting activities (career exploration K-12, partnerships with business/ industry/ labor and the community, etc.).

The revised definition from the Governor's proposal identifies School to Work as:

1. A series of programs and initiatives that provide high school students with work-based learning opportunities,
2. The coordination and alignment of high school courses with WTCS and UW courses for the purpose of providing students with advanced standing credits, and
3. A system of career guidance activities for all high school students.

**Please note that there is no reference to support for school-based learning such as integrated and applied curriculum, and the support for career exploration and preparation is limited to high school!!!** In the Eau Claire School District, we have worked diligently to emphasize the need for integration and real life applications for ALL students. Our focus on career exploration includes the full scope of K-12 instruction. The new definition very effectively limits state support for School to Work systems efforts, and only provides for Youth

Apprenticeship and "postsecondary curriculum alignment". Our School to Work activities encompass all curricular areas, contents, and grade levels, as well the entire community. The number of students participating in Youth Apprenticeships and articulated agreements with postsecondary institutions is extremely small compared to the number of students who benefit from the systems approach our district and the state have taken in the past.

By adding the words "school-based learning" to part #1, and removing the words "high school" from part #3 of this proposed definition revision, our systemic activities will continue to receive the necessary state support.

Several other issues related to the proposed School to Work consolidation are also of concern. As efforts move ahead to work with legislators and the various agencies involved, these questions and issues need to be addressed so local school districts can help shape a structure that best meets our needs. Following is a summary of some of these concerns, questions, and issues.

1. Continued connections between School to Work and School Reform efforts:

A. Career Exploration - The "revised" definition eliminates all reference to K-8 as being part of the STW System. Would the new structure continue to support career awareness at the K - 8 levels? Will there be support from DWD for the Wisconsin Student Assessment currently given at 4th, 8th, and 10th grade, (includes a career interest inventory at 8th and 10th), the Wisconsin Developmental Guidance Model (includes career sequence for K-12), and similar efforts? Will there be continued funding for the vocational student organizations of FFA, DECA, FHA-HERO, FBLA and VICA? These programs promote career preparation and the development of leadership abilities in high school (and in some cases middle school) students.

B. Integrated curriculum efforts - Linkages have been and continue to be developed between English, math, science, etc., for integrated courses and activities (many of which are in place in the ECASD). If the consultant positions responsible for these efforts are moved to the Department of Workforce Development, do we have assurance that this communication and the development of these activities will continue? Will the math, science, English, etc. instructors recognize and accept the validity of the STW staff if they become part of what may be perceived as a "Workforce Development and Training" effort?

C. School Supervised Work Experience programs - The development of Skill Standards in Youth Apprenticeship and Co-op programs is and should continue to be focused on education. Will those programs become more directed by industry and begin to lose the educational component while becoming more labor market support activities?

D. Integration with other programs - IASA, Goals 2000 and Content standards are integrated with School to Work activities. State plans have been written in support of this, and local plans have followed this lead. How will removing STW from this effort affect state and local actions?

## 2. Effectiveness of STW efforts:

A. Community perception - STW efforts have worked hard to help the community and parents understand that education for all pursuits after high school (technical college, university, trades and apprenticeship, private education, military, or employment) requires rigorous preparation and thoughtful planning. If School to Work is specifically linked with the Technical College System and the Department of Workforce Development as a workforce training initiative, and little effort is made to include the University as an active player, will parents, students and the community perceive a definite split to revert back to 2 tracks for student preparation (university-prep and "other")? Will we again reinforce the mistaken belief that one form of preparation is "less than" another and pit the university against the technical college?

B. University linkages - The University has been working on a Competency Based Admission program for students, which provides an alternative to Carnegie units and "seat time" requirements for math, science, etc. Will this project continue to be supported at DWD?

C. Local District support - Thirteen FTE's are proposed to be transferred from DPI to DWD. These are not all complete, individual positions. Many of them are pieces of a position, where some funding comes from Perkins, some from GPR funding, etc. What positions will be responsible for taking on redistributed workloads, and how effective will that be? DPI's School to Work Office has provided excellent leadership in developing and implementing activities and programs at the local level. Will the restructured leadership continue to be as effective for the local education communities? Would it really be better if delivered through DWD, an institution that does not have a foundation in K-12 education and the needs of local, K-12 educational institutions?

D. Collaboration - The School to Work Initiative has encouraged local education institutions to work collaboratively with area business/industry/labor, technical colleges, and universities. Why is the state proposing to remove one of these key players from a leadership role? If a consolidation is to take place, should the leadership not come from the central education agency, the DPI? School to Work is an EDUCATION INITIATIVE, not a jobs and training program.

## 3. Management and administration of STW:

A. School to Work in teacher preparation - School to Work, through the Education for Employment standard, is a required component of all K-12 teacher preparation programs. This requirement, under the name of either Education for Employment or School to Work (preferably School to Work) needs to stay in the certification programs, which are approved by DPI.

B. Carl Perkins funds - A major portion of this funding is proposed to be moved to DWD. Perkins funds support curriculum development, program improvement, and staff development efforts at the high schools. The "revised" definition only includes work-based learning, and eliminates the support for these school-based and connecting pieces, which are crucial foundations for the development of a School to Work system. How will support for these activities continue? This funding also includes provision for the EEN population through vocational education. How will that be impacted? Will some of those program staff FTE's be



expected to move to DWD?

C. Educational leadership - DPI has developed a structure for working with local education agencies. The local education agencies are the ones most closely involved with School to Work and its activities. Teacher training, curriculum writing, and student assessment are all components of School to Work, and are educational responsibilities, not workforce development responsibilities.

**There could definitely be benefits to consolidation with an EDUCATIONAL FOCUS:**

- \*We currently submit reports to DWD, DPI, and WTCS. A single reporting, data collection and accountability source would be a great improvement.

- \*The support of DWD is crucial to developing community and business support for participation in School to Work activities. Employers often attribute dissatisfaction in employee preparation to local school districts. A consolidated structure could encourage more business involvement in and support for helping school districts educate all students for their roles as citizens, family members, workers and individuals.

- \*Local school districts implementing work-based learning programs will have access to current and more accurate information regarding child labor laws (implementation, interpretation, and changes).

- \*The direct connections should generate increased support by business, industry, and labor communities for work-based learning opportunities such as Youth Apprenticeship and Certified Co-op Skill Standards programs.

- \*Better communications between state agencies should increase and emphasize the linkages with the UW system to encourage them to become a more active player in the STW system.

In summary, the majority of concerns focus around the need for continuation of the ALL components of STW (work-based, school-based, and connecting), not just added emphasis on the work-based aspects. The revised definition in the budget eliminates all wording for support of school-based and career exploration/planning/preparation activities and narrows the purpose of School to Work to a job training focus.

School to Work must continue to be an education initiative. If it becomes a labor market and workforce development tool, it will lose the support of parents and educators who believe in the education of the whole child - the citizen, family member, worker, and individual. It is an educational system which prepares all students to be productive citizens with the academic and vocational skills they need to thrive in the 21st century economy.

Any questions regarding this information can be directed to Sherri Torkelson, School to Work Initiative Coordinator, Eau Claire Area School District, 500 Main St., Eau Claire, WI, 54701, (715-833-3463).

## SCHOOL TO WORK HIGHLIGHTS

Wisconsin is known as a national leader in developing school to work transition programs for its youth. It was one of the first eight states to receive a federal grant from the School to Work Opportunities Act (STWOA) in 1994 to be used for school to work implementation, and it was the first of those eight states to develop and fund local partnerships. Today, 97% of Wisconsin high schools are involved in school to work partnerships, which equals over 267,000 students.

### WHAT IS SCHOOL TO WORK?

School to work (STW) is an expanded system of opportunities for ALL students to explore and pursue future occupational options. It contains three components:

Career Exploration: to help students make informed decisions

School-Based Learning: to help students make connections between the real world and what they learn in school

Work-Based Learning: to allow students opportunities to learn in business settings and receive skill certificates that document competencies mastered

### 1997-99 SCHOOL TO WORK BUDGET PROPOSALS (see attached for more detail)

The Governor's proposed budget seeks to strengthen Wisconsin's STW initiative by:

A. Creating a single point of accountability at the Department of Workforce Development for staffing and policy development. While this consolidation will improve efficiency and help to eliminate duplication of resources, both educational agencies will still maintain numerous positions to support the STW initiative.

B. Establishing long-term funding sources. The STWOA is a five-year grant that ends in two years. The Governor's proposed budget directs the use of discretionary funding from the federal Carl Perkins Act to be used for STW activities. Both educational agencies will continue to administer and operate Carl Perkins funding, including discretionary programs.

C. Clarifying the definition of school to work.

D. Modifying the definition and operation of Tech Prep for consistency with STW.

In addition to the Governor's most recent STW budget proposals, his 1997-99 budget bill also seeks to restore funding for the State's eight innovative career counseling centers (a total of \$600,000 each year), which will help the centers become better established and ultimately financially independent. This provision is scheduled to sunset in 6/30/99. Funding for employer training grants is also continued in the 1997-99 budget bill, with modifications that include allowing employers to be paid not more than \$500 per year and simplifying the grant formula. Employer training grants are used to offset wages paid by employers to youth apprentices. Youth apprentices are paid at least minimum wage and work approximately 15 hours per week for two years in a business setting.

## MAJOR STW THEMES IN THE 1997-99 BUDGET BILL

### A. CREATE A SINGLE POINT OF ACCOUNTABILITY AND SIMPLIFY POLICY DEVELOPMENT

Establish DWD as the lead agency for STW programs

Establish the Governor's Council on Workforce Excellence as the governing body for STW policy, funds, and programs

Consolidate STW staff in the DWD Division of Connecting Education and Work (Transfer 13 DPI and 1 Tech College Board positions to DWD)

### B. ESTABLISH FUNDING SOURCES THAT WILL CONTINUE BEYOND THE FEDERAL STWOA FUNDS

Consolidate federal Carl Perkins funds (22.0 million) in separate appropriations and direct the use of discretionary funding for support of STW programs. The Department of Public Instruction and the WI Technical College System Board continues to administer and operate Carl Perkins programs. The only Perkins funds that transfer to DWD are those funds directly associated with the positions being transferred.

### C. CLARIFY THE DEFINITION OF STW

Define STW as:

1. a series of programs and initiatives that provide high school students with work-based learning opportunities,
2. the coordination and alignment of high school courses with WTCS and UW courses for the purpose of providing students advanced standing credits in the postsecondary system, and
3. a system of career guidance activities for all high school students.

Change the title of the Education for Employment Standard to School to Work

### D. MODIFY THE STATUTORY DEFINITION AND OPERATION OF TECH PREP

Focus on the alignment of courses between K-12 and the WTCS and the provision of advanced standing credit

Delete the requirement for regional Tech Prep councils in order to allow regions to better integrate operations with STW partnerships

# TOBACCO EXCISE TAX

My name is Paul Loomis, MD. I am a Family Physician with Midelfort Clinic in Eau Claire. I strongly support increasing the excise fee on cigarettes by at least \$.56 a pack. As a parent, health care provider, citizen and taxpayer this is a "win-win" situation. Increasing the cigarette excise fee will cut down on teen smoking, future health related problems, and raise revenue for future prevention and education efforts directed to youth. Every day I see many patients with smoking-related problems, and the majority want to quit. This increase will diminish the number of kids who start and therefore fewer will become addicted. A 1997 poll by St. Norbert College/ Wis. Public Radio showed overwhelming support of increasing cigarette taxes, even by 37% of smokers themselves. Remember, you are responsible not only for the fiscal and overall well-being of the State, but should represent the wishes of your constituents. WE elected YOU. I am sick and tired of the powerful lobbying influence of the tobacco industry, especially in Wisconsin where Miller Brewing and Oscar Mayer are subsidiaries of Philip Morris, the largest employer in the state. What about the children and everyday citizens who don't have the resources to influence legislators?

Let's follow the examples of Massachusetts and California who showed decreased smoking rates of 20% and 27% following similar programs that targeted youth prevention from revenue raised by increased cigarette excise fees. This may not seem as important to you as highway issues or the Brewer Stadium, but when is the last time you had the opportunity to actually SAVE LIVES while raising revenue?

Thank you.

Paul Loomis  
3397 Evergreen Lane  
Eau Claire, WI 54701  
715-832-0184  
(Loomii@Discover-net.net)

**John E. Regnier**

2310 Willard Street • Stevens Point, WI 54481 • (715) 344-4504

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April 17, 1997

To: Joint Finance Committee

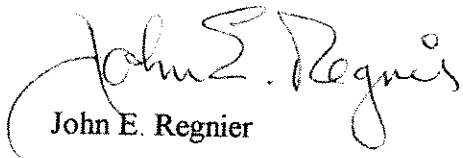
We are writing you as long-time supporters of Wisconsin Public Radio. In addition to financial support of WPR, we have served as volunteers for Public Radio activities for many years. Our central Wisconsin station, WHRM - Wausau, provides excellent program resource option for thousands of radio listeners in this part of the state.

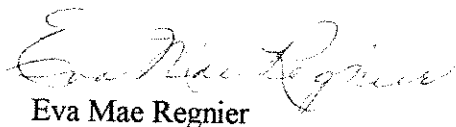
In context with your present Joint Finance Committee hearings, we would like to urge your support to continue the present level of WPR funding as a part of the UW Extension budget. In addition, we feel that the UW System's requested 4% salary increases are reasonable and necessary and worthy of your Committee's support.

The joint funding for Wisconsin Public Radio through listener volunteer financial contributions and State tax support continues to provide much needed and utilized information and educational options as a part of our vast media resource. It is well recognized that your Committee and the Legislature have many very challenging budget decisions to make. However, we strongly feel that maintaining the present relatively modest State support of WPR is a very defensible decision to make.

Thank you for your consideration of this appeal.

Sincerely,

  
John E. Regnier

  
Eva Mae Regnier



# Wisconsin Society of Land Surveyors

Affiliated with American Congress on Surveying and Mapping

2935 Coventry Lane  
Waukesha, Wisconsin 53188  
Phone (414) 549-1533



April 21, 1997

To: Joint Finance Committee  
Brian B. Burke, Co-chair  
Scott R. Jensen, Co-chair

From: Howard E. Licht, President  
Harold S. Charlier, Executive Director  
Wisconsin Society of Land Surveyors

Re: Budget Bill as it relates to the Wisconsin Land Information Board

It will be ten years ago in July that the Final Report of the Wisconsin Land Records Committee was presented to Governor Tommy Thompson. The Report and its recommendations were the result of a two-year study by a broad cross-section of land information professionals, representing state agencies, county, city, and town governments, regional planning commissions, utilities, private businesses, and the University of Wisconsin. The recommendations of the committee received bipartisan support and the Wisconsin Land Information Program (WLIP) was created as part of Act 31 of the 1989 Legislature. This highly successful, nationally acclaimed program is about to be torn apart. We do not object to the concept of a Land Council, but please don't destroy the WLIP in the process.

The WLIP has been a success because it has managed to remain non-political, and as a result has enjoyed great cooperation and mutual understanding and respect from the smallest communities to the largest state agencies. On the other hand, we anticipate that a land council will be highly political; it will encounter many emotional issues; and will receive a great deal of publicity.

We respectfully urge you to allow the WLIP to continue to function as it has in the past, quietly and efficiently building up a strong and cooperative partnership among the many state agencies, local and county governments, public utilities and private businesses. The people who work daily in modernizing land records generally have nothing to do with policy and land use. If the land council should need information on land records, it will be there waiting for them. Such information could be made available without first attempting to take over the present program, and in so doing, burying it under a mound of land use issues.

## Budget Testimony

I would like to start by stating that I appreciate the opportunity to speak with you about the upcoming budget. I do not like coming in front of a Governmental Committee every two years to testify because I feel that it sounds like I am begging for money. I however and the many people that I work with do not have large amounts of money to influence government officials through paid lobbyists. All we ask, is that we are treated fairly. The proposed increase in the state budget for nursing home costs is 132 million dollars. This increase is bigger than the entire budget for COP and COP waiver. At the same time that we are increasing the costs for nursing home services we are decreasing the numbers of people funded by title 19.

If we took 1/2 of the increase for the nursing home industry (many of whom are private for profit homes) and let this go into funding for COP we would be able to get most of the people off of the COP waiting lists. This seems to be a more efficient use of taxpayers dollars

One of the other areas I would like to address is the Medical Assistant Co-payments. In the governors budget proposal he indicated that he would want to increase co-payments to the maximum amount allowed by the federal government. If the average individual recipient of MA had a large income I could agree with this, however the average person on Medicaid has less than \$600 a month in income. When you increase a co pay for these individuals it means the possibility of not being able to provide other essential items. Individuals will need to make a decision between necessary medical coverage and food and shelter. It would be more prudent to assure that an individual with mental illness has access to their medication and treatment so that they will not be potentially placed in a in patient facility. One hospitalization would pay for 1000 individuals copayment and would cost the state of Wisconsin and local counties much less in taxpayers money.

Finally I would like to see increases in specialized transportation for individuals with special needs and the elderly specifically in rural areas. In rural areas the one thing that prevents individuals with disabilities from gaining employment is access to adequate transportation. I have had people call me asking about transportation for individuals to get them to work. I have had to tell them that I knew of nothing available. If we truly want all individuals to contribute to society we need to provide them the tools to do this. We say we value work now lets show that we do. We paid 12 million dollars to move a highway to build a new stadium in Milwaukee, we should at least make a commitment to provide adequate transportation state wide for the elderly and disabled so they can be more independent and less of a burden on the state this would cost about 14 million dollars.

I hope that we can quit talking about family values and start to value families by supporting them with these vital programs.

John Shaw

P.O. Box 1072

Hudson, WI

54016



## Land Information Department Polk County, Wisconsin

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100 Polk County Plaza, Suite 140  
(715) 485-9268  
Jim Johnston

Balsam Lake, WI 54810  
Fax (715) 485-9246  
Land Information Director

March 27, 1997

Senator Robert Jauch  
P. O. Box 7882  
Madison, WI 53707

Dear Senator Jauch:

This letter is in response to the Governor's Budget Legislation related to the creation of the Wisconsin Land Council and Elimination of the Wisconsin Land Information Board. Polk County is against this proposed legislation and supports an alternate proposal developed through the Wisconsin Land Information Association (WLIA).

Back in January, you received a letter from our Land Records Committee and Land Information Director outlining the positive benefits this program has had in Polk County. At that time the details of the Governor's Budget Bill were not known. Now that the Governor's proposal is known, we are even more troubled about the possible negative effects of this legislation on the Land Information Program in Polk County.

Our greatest concern is with Sections 682 and 684 of the budget bill regarding the use of the land information retained fees sent to the state. Section 682 of the bill allows these fees to be used for the functions of the land information program and the functions of the Wisconsin land council... Section 684 outlines that all monies not used for the administrative functions relating to land information and the land use council, will be used for aids to the counties. Our fear is that all of the focus of the program will most likely be used up by the land council activities leaving nothing for the land information program.

We support the alternative proposal offered by the WLIA to keep the Wisconsin Land Information Board as a separate independent Board. This will preserve these critical elements of the program:

- A. Maintain the functional integrity of the Wisconsin Land Information Program (WLIP)
- B. Maintain the segregated funding that support the activities of the WLIP
- C. Maintain the dedicated staff and staff positions assigned to administer the WLIP
- D. Preserve the body of expertise governing the WLIP, especially its role as an independent representative body with much support.

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Polk County Land Records Committee

Richard Coen, Chair

Violet Wright

John Bonneprise



You have received a copy of the WLIA proposal as outlined in their March 25 letter to Mark Bugher that includes these elements:

1. Add one Wisconsin Land Council seat to the Wisconsin Land Information Board, and to ensure one seat on the Wisconsin Land Council for the Wisconsin Land Information Board and one seat for the Wisconsin Land Information Association.
2. Parallel the sunsets for the Wisconsin Land Council and the Wisconsin Land Information Board.
3. Parallel the evaluations/performance reviews for the Wisconsin Land Council and the Wisconsin Land Information Board.
4. Add Land use mapping as a foundational element of the WLIP.

We would also like to emphasize our support for the creation of the Wisconsin Land Council and the role of land use planning in the state. Polk County is just now embarking on the planning process to update our County Comprehensive Plan through a DNR Lakes Protection Grant. Sound land use planning is essential to maintain the quality of life we enjoy in this state.

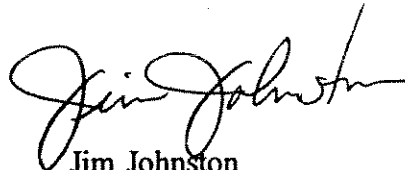
However, land use planning and land information modernization are two different issues. In his March 21 letter to all legislators, Secretary Bugher cites the administrative efficiencies for merging these two functions because of their overlapping missions. They have overlapping missions to some extent, but the critical need to maintain the independence of the land information for all citizens of Wisconsin outweighs any small administrative savings that may take place with a merger.

In 1993, you sent us a letter in response to our County Resolution supporting the elimination of the sunset of the fee for the land information office. Because you are now on the Joint Finance Committee, we again are asking for your support of the Wisconsin Land Information Program.

Sincerely,



Gerald Handlos  
Polk County Board Chairman



Jim Johnston  
Land Information Director

cc: Secretary Mark Bugher, Department of Administration  
Senator Alice Clausing, 10th Senate District  
Representative Robert Dueholm, 28th Assembly District  
Representative Mary Hubler, 75th Assembly District

**POLK COUNTY LAND INFORMATION DEPARTMENT**  
**100 POLK COUNTY PLAZA, SUITE 140**  
**BALSAM LAKE, WI 54810**  
**Ph 715/485-9268 Fax 715/485-9246**

January 2, 1997

Governor Tommy G. Thompson  
Room 115 East  
State Capitol  
Madison, WI 53702

RE: Wisconsin Land Information Board

Dear Governor Thompson:

This letter is in response to the proposed changes to the Wisconsin Land Information Board (WLIB) as outlined by Kathy Heuer, Deputy Secretary of the Department of Revenue, to the Wisconsin Land Information Association on December 5, 1996. The result of this proposal to absorb the WLIB into the State Interagency Land Use Council (ILUC) would be less local control of this program. In addition, the resulting loss of focus would be detrimental throughout the state but felt most in small rural counties such as ours. We would like to outline some of the positive results this program has had in Polk County.

Since 1992, when Polk County filed its County-wide Plan for Land Records Modernization with the WLIB, we have hired four staff positions and have created a strong well organized Land Information Department. In addition, we have been fortunate to receive two county grants and one local government grant from this program. The benefits from these grants will be felt throughout the county far into the future and are the basis for all land records modernization activities in Polk County.

The first grant was for densification of the Wisconsin High Accuracy Reference Network throughout the county using Global Positioning System (GPS) technology. Through this grant, we were able to establish 69 control monuments which will be used to tie our existing conventional and future survey networks. Another aspect of this grant was to establish coordinate values on at least 45 section corners. Using GPS survey technology, we were able to map 51 section corners in only four days.

The second grant we received was a cooperative effort between Polk and Washburn Counties. We are in the process of obtaining digital aerial orthophotography county-wide. This grant will also be used to map section corners with GPS, and to map parcels in one of our most quickly developing townships. Through this grant, we will be able to combine the parcel mapping and digital photos as the basis for our county-wide Geographic Information System.

Governor Thompson  
Page 2

A third grant was just approved for several townships and villages to complete parcel maps. The county will provide direction and technical assistance to these municipalities. This will provide parcel maps for our southwest townships where most of the development is taking place.

These accomplishments are the result of the Wisconsin Land Information Program as it was originally envisioned. Polk County would not be in this advanced stage of development of our Land Records Modernization Program after only four years without the WLIB in its present form. These accomplishments were realized because of the flexibility of the current system. It establishes a framework of foundational elements that are common state-wide, but allows local control over the implementation. The presentation by Deputy Secretary Heuer, included suggestions that the ILUC may come up with incentives to advance what they think are priority items. This does not sound like decentralized government nor anything like the present successful system.

While the goals of the ILUC are applaudable, they should not be advanced at the expense of the successful Wisconsin Land Information Program. Merging the Land Information Program into the ILUC would move the focus of this program to the state level and would create a central bureaucracy that your administration has been trying to avoid.

Sincerely,



Richard Coen, Chair  
Polk County Land Records Committee



John Bonneprise  
Polk County Land Records Committee



Violet Wright



Jim Johnston  
Polk County Land Information Director

cc: Douglas King, WLIB Executive Director  
John Laub, WLIB Chairman  
Alice Clausung, State Senator, 10th District  
Robert Jauch, State Senator, 25th District  
Robert Dueholm, State Representative, 28th District  
Mary Hubler, State Representative, 75th District  
Kathy Swingle, Burnett County Land Information Officer  
Craig Conroy, Washburn County Land Information Officer  
Dave Fodroczi, St Croix County Land Information Officer

Speaker: Frank Buckles

9-22-97

Representing: Menomonee Area Schools  
AODA prevention program.

We oppose the shift of AODA state prevention money from the DPI to the department of human services. If this happens, schools will lose these funds that are used with children in alcohol and drug abuse prevention programs.

Frank Buckles

Frank Buckles  
Menomonee Area Schools  
(715) 232-2606

TO: Members of the Joint Finance Committee  
FROM: Mary Bebie, Fourth Grade Teacher River Falls, WI  
RE: Performance Assessment

I am here to ask you to reinstate the Wisconsin Student Assessment Program and the funds needed to continue the Performance Assessment Project.

Students learn by building knowledge. How do they build knowledge? They do it by being actively involved. Active engagement with content brings structure to their own thinking, thus enabling them to learn. Active cooperative learning is a necessary condition to higher learning. Students must use critical thinking to solve problems that have meaning. They must probe and evaluate. They must search, find, evaluate, eliminate to come up with solutions. By asking questions and devising ways they can find answers, they build knowledge.

The Wisconsin Academic Content and Performance Standards outline this very idea in the standards they set. These standards are the guidelines that the teachers across the state use in the instruction of our students.

How then are these students assessed? They are given a traditional standardized achievement test that requires no active involvement or knowledge building but instead low order learning. Something is not quite right using this procedure.

Authentic performance assessment must be used if we are to honestly evaluate the students. Wisconsin Student Assessment System assesses the performance standards that the curriculums in our state are based.

The Wisconsin Student Assessment was written by Wisconsin teachers following the criteria used by teachers. This tool evaluated the understanding students had. It evaluated their ability to carry out a variety of performances that show one's understanding of a topic and at the same time advance it. Students took knowledge, concepts, skills and facts and applied them to situations demonstrating their understanding.

While piloting the WSAS in 1994 the students reactions were completely opposite of the traditional standardized test. The students were actively involved in their own assessment. They were doing what they do in classrooms all across our state everyday. They were brainstorming, writing rough drafts, revising, proofreading, solving real-life problems, and loving it at the same time. Real situation were set up for students to work out. After the assessment students asked if they could carry out their plans that had been set up in solving the problem.

The assessment was authentic. Students didn't see it as a test. They loved it. Many would ask if they could do it again. You see, it evaluated how students build knowledge by actively engaging with the content.

Our present testing is dependent on students drawing on what students remember. The test wants to have students parrot back something they have covered. Good students do very well. Poor students don't have a chance. Often the test items require lower order thinking where there is merely regurgitation of information.

For a long time critics of public education have said students are unable to engage in complex problem-solving activities and apply knowledge and skills to real-life problems in the workplace.

Our schools are now on the cutting edge using constructivism and teaching for understanding. They have students actively involved in real-life situations. The circle of learning must be completed by having authentic performance assessment.

Please reinstate the Wisconsin Student Assessment System and all the funding necessary to have true quality and improvement of instruction in our public schools.



**Wisconsin  
Geographic  
Alliance**

## **WISCONSIN GEOGRAPHIC ALLIANCE**

Department of Geography • University of Wisconsin-Eau Claire  
Eau Claire, Wisconsin 54701 • Phone: (715) 836-5166

*Richard S. Palm, Coordinator/Mark Bockenhauer, Co-coordinator*

April 22, 1997

Dear Legislators,

The Wisconsin Geographic Alliance (WIGA) is an educational organization composed of K-12 teachers and professional geographers whose goal is to improve the geographic literacy of Wisconsin students. The National Geographic Society (NGS) started a nation-wide geography education program to improve geographic literacy in 1986. This program now includes an alliance in 50 states, Puerto Rico, and Canada. Funding for each alliance is to come from state and/or private monies which will be matched dollar for dollar by NGS up to a maximum of \$50,000 per year. Forty six of fifty governors provided state funds at the \$50,000/year level during the last two years.

The WIGA started in 1989 with unanimous legislative support. The original legislative bill was set to sunset at the end of the 1995-96 fiscal year. State funding during the 1989-96 period was for \$50,000 per year for the first three years and \$40,000 per year during the next three years. Funds were distributed to the WIGA from the state via the DPI. NGS matched every state dollar during this period. DPI included \$50,000 per year for the WIGA in this year's biennial budget request. The Governor has line-itemed that request from DPI's budget. We are appealing to the legislature to reinstate that budget request--keeping in mind that NGS will match each state dollar.

The WIGA uses it's funding to provide workshops, inservices, a summer institute, newsletters, an annual geography convention and a variety of other resources to Wisconsin teachers. Based on the positive response to our programs, it is clear professional development for teachers in geography is both needed and desired. In the past seven years our programs have provided more than 8,000 Wisconsin teachers with the latest in geographic knowledge, highly innovative classroom teaching strategies, and timely classroom resource materials. In turn, nearly one million Wisconsin students have benefited from the training and materials their teachers have obtained. The WIGA Coordinator is currently working on the committee to develop the Wisconsin Standards in Geography and the Social Studies. The



National Geography Standards, published in 1996, will be the focus for the state's standards. WIGA programs are already training teachers using the National Standards.

Geography is specifically mentioned as one of the core subjects in the Federal Government's Goals 2000 initiative. Indeed, Governor Thompson mentioned the importance of geographic literacy in this year's State of the State Address. To not fund the WIGA will result in a giant step backwards in the considerable progress we've made in the past seven years.

Lack of geographical knowledge is more than an embarrassment, it can affect the future of this country. Today's Wisconsin students will be the decision makers of tomorrow. They are growing up in a world that economically, politically, and socially will involve them in global concerns as well as local, state, and national concerns. How can citizens evaluate U.S. foreign policy options if they know nothing about the countries that are involved? How can they assess the merits of the North American Free Trade Agreements if they are unfamiliar with current U.S. trade patterns with Canada and Mexico? How can citizens develop educated opinions on such matters as mining in Northern Wisconsin, preserving wetlands or farmlands, developing flood plains, spending billions of dollars to clean up toxic waste dumps, or deciding where to locate a new school if they lack the basic knowledge of geography that is required to understand the issues involved? Geographic literacy is vital for an educated citizen.. The WIGA is the primary organization providing the training needed by our state's teachers so that they can, in turn, teach their students to be geographically literate.

Without state support we will be one of only four states without a fully operational Alliance for geography education. Please maintain the DPI's budget line for the WIGA. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "R. S. Palm".

Richard S. Palm  
Coordinator

# National Geographic Society

1145 17TH STREET, NW

WASHINGTON, D. C. 20036-4688

GILBERT M. GROSVENOR  
CHAIRMAN OF THE BOARD

February 12, 1997

The President  
The White House  
Washington, D.C. 20500

Dear Mr. President:

Your State of the Union address was downright exciting. No President in my memory has made education the domestic cornerstone of his four-year term. You so eloquently spoke of educational standards, bipartisanship, public-private partnerships, federal-state-local cooperation, healing the rift between the races, and getting our children prepared for life in the 21st century.

As chairman of the world's largest non-profit educational and scientific organization, I would be shirking my patriotic responsibility not to offer the help of the 9-million member National Geographic Society.

Our commitment is to geography education -- one of your core subjects in Goals 2000. We believe our 50-state program shares all the objectives you outlined. In the past 11 years, we have invested \$85 million to get geography back into American classrooms, and once there, to make sure it is taught by well-informed, enthusiastic teachers. More than 150,000 teachers and 65 institutions of higher education are in our network. Our program is so popular with governors that 46 of 50 are financially supporting it in their states with \$50,000 a year, which we match dollar-for-dollar from our \$67 million Education Foundation. We certainly appreciated your support for geography in Charlottesville in 1989 and when you were governor. Secretary Riley, too, was a strong supporter of our program as governor and has remained so as Secretary of Education.

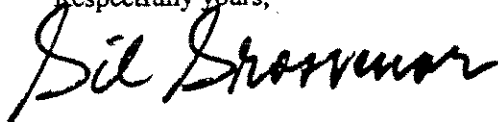
The national geography standards (attached) have earned the broad support of Democrat and Republican governors and educators. I believe they would enjoy bipartisan support on the Hill as well.

A true understanding of geography is about preparing our youngsters with the technical skills they will need for jobs and the intellectual skills necessary to make important decisions relative to increasingly international markets and ever-complex environmental issues. As importantly, geography is about understanding -- and appreciating -- the growing multiculturalism of the United States and the world. In short, it's the subject of opportunity in our schools that, as much as any other, will help prepare our youngsters to walk across the bridge to the 21st century with their heads held high, ready for anything that comes their way.

We would very much like to work with you, Secretary Riley, and the Congress to devise a pilot national test, using NAEP geography materials, to demonstrate that clearly-defined national standards and effective teacher training does result in higher student achievement. We believe our program is an excellent model to demonstrate this connection not only for geography, but for all other core disciplines as well.

I would welcome an opportunity to discuss this offer further.

Respectfully yours,



## WIGA INFORMATION/TIMELINE

### History

- 1989 Grant (\$10,000) from NGS to begin a Wisconsin Alliance
- 1990 April - State Education Committee approves Geography Alliance for funding  
April - Legislature passes funding bill for Alliance
- 1990-1993 State provides \$50,000/year to WIGA-NGS match
- 1994-1996 State provides \$40,000/year to WIGA-NGS match
- 1996-1997 Funding cut by Governor
- 1997-1998 Included in DPI Budget request @ \$50,000/year.  
1989-present Dick Palm (UWEC) serves as State Coordinator  
1989-1996 Mike Hartoonian (DPI) serves as Co-Coordinator  
1996 Mike Hartoonian resigns as Co-Coordinator to assume teaching position in Minnesota  
1996 Mark Bockenbauer (St. Norbert's College) appointed Co-Coordinator

### Programs

- 1991-1996 Summer Geography Institute (ASGI) - 2 weeks of intensive professional development in geography for teachers. 192 teachers have attended an ASGI. A maximum of 35 teachers and 6 staff per summer. Teachers subsequently inservice other teachers.
- 1991-1996 Workshops - day-long and shorter workshops have been presented across the state for K-12 teachers. Nearly 6700 teachers have participated in a day-long workshop. Many more teachers have participated in an inservice of 1-4 hours in length. Workshops and inservices highlight hands-on teaching activities for grades K-12.  
If each of the 6700 teachers presented just one of the lessons they were taught at a workshop in their own classrooms, and a classroom averages 25 students, then 167,500 students have been impacted by WIGA efforts. Of course, many of these teachers have presented several lessons and they have done these lessons for several years. Subsequently, the number of students affected by a WIGA workshop easily approaches one million students. Cost of a day-long workshop is \$2500 (maximum of 40 teachers.)
- 1995; 1996 Advanced Summer Institute for TC's. Five day institute focusing on environmental issues in Wisconsin, partly funded by the Michigan Geographic Alliance and the Wisconsin Environmental Education Board (34 participants each year). Grant of \$5,000 from WEEB.
- 1996 Grant from Michigan Geographic Alliance for \$8,000.

### Newsletter

An extensive newsletter containing program opportunities, a review of new geography teaching materials, base maps, and several innovative lesson plans is mailed to 2300 teachers twice each year (October and March) at no cost to teachers.

### Badger Basketball Geography

- 1994-1995 A weekly geography activity sheet involves 4th-5th grade students in finding answers to questions about the cities and states in which the opponents of the men's and women's UW basketball team live. Students must also do mapping activities such as identifying cities, states, rivers, etc., plotting routes of travel, calculating time changes, and measuring distances traveled. This 13 weeks-long program in 1995-96 included 64 teachers in 50 schools and nearly 5500 students.
- 1996-1997 64 Teachers enrolled - 52 schools; 5619 students

### GEOFEST

- 1995; 1996 First annual convention held in Appleton on October 7, 1995. This one-day convention offered 40 presentations, geography vendors, lunch and entertainment. In attendance were 267 teachers  
GEOFEST 1996 was held in Kenosha on October 12, 1996. Cost supported by registration fee.  
1996 - 234 Teachers; 1997, October 18 in Eau Claire

### Geography Awareness Week (GAW) (1990 - present)

Each year during the second week of November the WIGA participates with other alliances around the country to encourage Geography education activities. Special themes, activities and events are planned around the state to highlight the need for geographic knowledge.

### Geography Bee (1990 - present)

The WIGA promotes this annual statewide event which involved nearly 20,000 students across the state in 1997. Dick Palm serves as moderator of the State Finals held at St. Norbert's College in April.

**THE FOLLOWING ARE SAMPLE QUOTES FROM POST-INSTITUTE PARTICIPANT EVALUATIONS OF THE 1996 WIGA SUMMER INSTITUTE:**

**WHAT DOES GEOGRAPHY MEAN TO YOU?**

"I feel differently about geography than I did before I came. I feel more like a part of it. Geography is the study and enjoyment of mankind's relationships with the planet earth, from the micro to the macro and back again. I see now that it's not just a study of maps and countries and their imports, exports, and climates, but it encompasses everything that we do on and to the world and all the world does for us!"

"Geography used to mean maps to me. Now it means a unique balance of the five themes of geography (location, place, human-environment interactions, movement, and different regions) as they wrap humanity and Earth in a special bond."

**IMPACT. WHAT HAS THIS INSTITUTE MEANT TO YOU, PROFESSIONALLY AND PERSONALLY? HOW DO YOU SEE THIS INSTITUTE EXPERIENCE AS INFLUENCING YOUR TEACHING IN THE COMING YEAR?**

"It is impossible in this small space to even begin to discuss the impact of this institute. In many ways this was a person renaissance. The lectures allowed me to once again think deeply and critically. The TCs pushed me to do the best I could and when I thought I was there asked or even more (I love a challenge)"

"There was excellent modeling that gave me ideas on how to work collegially and effectively with staff as well as students."

"I generally do a spring clean every 2 years, but this summer will be spent on looking at the units I teach and completely removing the 'deadwood'. This institute's materials, ideas and (indeed 'life philosophy') will impact my job like new spring growth."

"This institute is a powerful tool. Personally, the institute has made me look at geography differently. I also look at myself differently as a person. I look at the world differently. I know now that I need to 're-invent' myself"

"As an older teacher, this program was like a refreshing drink on a hot day."

"I frankly thought it was hype when you guys kept saying, 'This institute will change your life.' But hey, I was wrong. I do believe my instruction will be the richer for the new ideas, philosophies and techniques I was introduced to here."

"It was an incredible learning experience, both professionally and personally. I'm super motivated to get back into my classroom, and I just got out two weeks ago!!!"

April 22, 1997

**Statement to the Joint Finance Committee**

by

**Steve Schlough, Senior Lecturer & Chair of the Senate of Academic Staff**

**University of Wisconsin-Stout**

Hello, my name is Steve Schlough. I have been employed at the University of Wisconsin-Stout, as a member of the academic staff, for 10 years. For most of this time, I have been a classroom teacher. I have been involved in academic staff governance for seven years and currently serve as chair of the Senate of Academic Staff at UW-Stout.

I have lived and worked in West Central Wisconsin all my life and received all my education here except for my Ph. D. I earned both my bachelor's and master's degree at UW-Stout. Prior to becoming employed at UW-Stout, I worked in the agricultural equipment business for many years. My wife is currently employed as operations manager for TJ Food Ventures, who own and operate Perkins Restaurants in Wisconsin and Minnesota. Because of my background, I am very aware of the concerns of those outside the higher education community. I am also aware of the importance of a well-educated workforce for Wisconsin to remain competitive in a global society. The University of Wisconsin System is a key player in keeping Wisconsin competitive by educating our future business and community leaders, conducting research and providing services. To maintain high quality in these areas it is imperative that the University of Wisconsin System receives adequate funding.

I would like to thank Governor Thompson for presenting a budget that will allow the University of Wisconsin System to meet the needs of the State of Wisconsin. It is important that this budget is viewed holistically, including the 105% flexibility. It is important to have the flexibility to fund several areas that are not included in the budget. Two areas that stand out are technology initiatives and the pay package.

Just as we are educating to compete in a global marketplace, we are also hiring in a global marketplace, during a time when we will see increased retirement. In many cases, the salaries we are offering are not allowing us to attract the caliber of person we need. In other instances, we have people leaving after one or two years. In both of these cases, we are forced to go through extensive search processes again. This increased turnover also creates other problems for the university.

In addition to documented attrition, there is attrition that is less formally documented. At UW-Stout approximately one fourth of the undergraduate students are taught by the over 125 instructional academic staff. These are high quality educators with advanced degrees. Over 40 percent have education beyond a master's degree and nearly 20 percent hold doctoral degrees. As an example of the quality of academic staff instruction, the student body of UW-Stout recently voted Clark Leeson, a member of the academic staff, UW-Stout educator of the year. As most instructional academic staff work on fixed term contracts that expire after a specified period of time, typically one year, then a new contract is written, it does not show as attrition when they leave. Even though retention of academic staff on fixed term contracts do not show in attrition figures, they do leave the university for compensation reasons on a regular basis and must also be replaced. In addition, to the 125 instructional academic staff at UW-Stout there are 170 non-instructional academic staff at UW-Stout.

It is important that the biennial budget provides the University of Wisconsin System the funding to be competitive in the marketplace, when hiring and funding to be able complete new technology initiatives. A miscue in the next biennium could determine the quality of the UW System for the next 20-30 years. The UW System has maintained a reputation for providing high quality education. If we are not provided with funding to provide a pay plan that will allow us to successfully recruit and retain the caliber of employees needed to maintain this quality, the reputation of the UW System could falter. In higher education as in any another industry, it takes much longer to repair a reputation than to damage it. If the regents are granted 105% flexibility we can always supplement tuition costs with state funds at later date, but if we are not able to recruit and retain the best faculty and staff we will have to live with the consequences for years. Thank you for your time and I encourage you to support the Governor's biennial budget as proposed for the University of Wisconsin System.

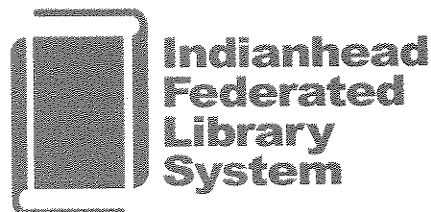
April 22, 1997

Statement to the Joint Committee on Finance  
by  
John K. Enger, director of University Relations  
for  
Chancellor Charles W. Sorensen, chancellor  
University of Wisconsin-Stout

My name is John Enger. I am the director of University Relations at UW-Stout, speaking on behalf of Chancellor Charles Sorensen, who could not attend today's hearing. I am here to convey that we strongly endorse the governor's proposed budget for the UW System. This support is badly needed if the system is to maintain its vitality and position itself to meet the challenges of the 21st century.

We are especially concerned that the committee endorse the proposed 105% tuition spending authority under flexibility items in the budget. Giving the regents this authority is vital, if they are to manage a system that is responsive to the needs of students and faculty. This will provide a source of funding for additional advisement, educational improvements, and a critically needed compensation plan for faculty and staff.

We appreciate the governor's support, and we ask that you add your support to his proposal.



1538 Truax Boulevard, Eau Claire, WI 54703-1569  
Phone 715-839-5082 ■ Fax 715-839-5151

## Testimony Before Joint Committee on Finance

April 22, 1997

Eau Claire, WI

---

Hello and welcome to Eau Claire. My name is Phil Sawin. I am a citizen member of the Indianhead Federated Library System Board of Trustees. I am here representing that board. I want to speak today about two important issues for libraries in this part of the state. They are: 1., the need for an ongoing program of technology funding for public libraries and 2., the need for help in building our automation network.

For twenty years our system has worked to raise the level and quality of service at libraries of all sizes in our 10-county area. With the risk of sounding immodest, we believe we have been successful. If that is true, it means **YOU** have been successful because **YOU** had the foresight to create the public library system program in the early 1970s.

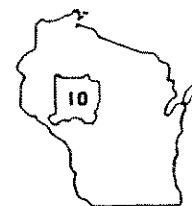
We need your help to continue this record of success. Here is what I and my fellow IFLS trustees hope you will do: First, create something analogous to the Governor's TEACH Program that will assist **PUBLIC** libraries and **PUBLIC LIBRARY SYSTEMS** to significantly improve our technological capabilities.

Public libraries share a responsibility with schools in meeting the educational needs of our society's adults. Libraries cannot meet this responsibility unless we have many of the same technologies as schools.

Second, we need you to partner with us on a very special project. It is to build an automation network for the northern third of Wisconsin. IFLS, with two other northern Wisconsin library systems, has just finished a feasibility study regarding the creation of a shared information system between the libraries in 25 northern Wisconsin counties. The consultants' conclusion? a shared system is definitely technically feasible. We will need a mix of local, system, state and private funds in order to create this information system.

As you may know, the more wealthy, the more populous parts of this state already have shared information systems in place. This shared information system will improve library service to more than a million residents of northern Wisconsin. We will need increases to public library system funding if we are to meet our obligations to this effort while maintaining our other services at an acceptable level.

I appreciate being given the opportunity to bring these matters to your attention.



## *Cooperative Educational Service Agency 10*

Paul Pisani, Administrator

725 W. Park Avenue, Chippewa Falls, WI 54729

PHONE: (715) 723-0341

FAX: (715) 720-2070

### **Testimony**

#### **1997-99 Budget Proposal Senate Bill 77 and Assembly Bill 100**

**April 1997**

Prepared by: Dr. Linda C. Dunahee  
Assistant Director of Instructional Services-CESA 10  
Director, Cray Academy  
Co-Facilitator, School-to-Work Council \* Chippewa Valley

Address: 725 W. Park Avenue  
Chippewa Falls, WI 54729  
Phone: 715-720-2039

This testimony is being submitted in reference to the 1997-99 Budget Proposal particularly related to the **School-to-Work Initiatives** as stated in the proposal. I extend sincere appreciation for the opportunity to provide information and rationale which may be beneficial in the determination of the best opportunities which should be made available to students in School-to-Work efforts in Wisconsin.

#### Overview

Workforce development and training is a primary issue in the Chippewa Valley. Regionally, there have been many partnerships established and enhanced because of the involvement of postsecondary institutions, K-12 educational systems, and the business & industry community. The impetus for these important partnerships has been the School-to-Work initiative (STW) and the resources which we have been able to access to develop work-based, school-based, and connecting activities for students. Linking student experiences in the K-12 system to business / industry experiences, Chippewa Valley Technical College, UW-Eau Claire, UW-Stout, and UW-River Falls have been a valuable and growing effort. The attached benchmarks indicate this growth over the past four years. You will note that over 900 businesses and industries in the Chippewa Valley have partnered with school districts with school-to-work transition as a major target. Wisconsin is a leader in the nation in School-to-Work, and it is essential to continue this momentum in such a way that partnerships are advanced and have the foundation to continue working cooperatively. Our focus in school-to-work developments is on the student and making sure that we provide them the best opportunities for their futures. Please consider the following positions in order for the Chippewa Valley to continue this momentum:

#### School-to-Work Team / DPI Positions

The STW team in DPI should remain in DPI. STW has been grounded in the K-12 efforts, and tremendous accomplishments have occurred because of this infusion from elementary levels to secondary levels. Integrating STW concepts at all levels is essential if we expect students to have relevant experiences, workplace practices, and knowledge of future workforce needs. Maintaining these positions in DPI will assure that STW is embedded in all aspects of learning. Additionally, this will assure that all educators are stakeholders and are responsible for integrating STW into all curricular areas, guidance & counseling functions, assessment, school improvement efforts, applied/integrated curriculum, and leadership of the effort in each community. Coordination and administration of STW between DPI, WTCS, and DWD should continue.

(continued)

Abbotsford	Cadott	Eleva-Strum	Granton	Medford	Owen-Withee
Altoona	Chippewa Falls	Fall Creek	Greenwood	Mondovi	Spencer
Augusta	Colby	Flambeau	Ladysmith-Hawkins	Neillsville	Stanley-Boyd
Bloomer	Cornell	Gilman	Lake Holcombe	New Auburn	Thorp
Bruce	Eau Claire	Gilmanton	Loyal	Osseo-Fairchild	Weyerhaeuser



### Definition of School-to-Work

Because there are many successful components of STW , it is necessary to keep the definition to include school-based components and connecting activities as well as the work-based programs. The proposed definition narrows the intent of STW and does not indicate an inclusion of K-12 activities currently working well beyond work-based activities (see attached).

### Youth Options

The youth options proposal seems to be a direct extension of the postsecondary options which currently exists but allows a student with a specific occupational path to further and deepen that experience. In supporting youth options, it is important to prevent the choosing of this option as a “way out” of the secondary school. In doing so, it is critical to develop criteria or qualifiers which will help parents, students, and all educators understand the purpose and intent behind this important choice. Criteria might include students with specific occupational needs which are not available to them in the high school. Keeping in mind that this is an option, it is important that the state (DPI, DWD, and WTCS) form a group of practitioners representing STW consortiums and formulate the criteria. A cohesive, consistent, and cooperative effort is essential in this proposed item. This option can be very successful for some students. If criteria is established, it will eliminate any animosity between systems, and it will provide a vehicle to move this forward in a positive and meaningful manner with the students’ best interest in mind.

Additionally, the proposed language states that this option would be available to “students in good academic standing” and “not a child at risk”. It is important to examine this language so that students with special needs are not denied access to this option.

### Changing Education for Employment Standard

Changing the Education for Employment Standard to the School-to-Work Standard is another progressive move for Wisconsin. Over the years we have advanced from career awareness, educational for employment, tech prep, and school-to-work. The foundation for all of these efforts was the integration of academic and vocational education along with work-based experiences. However, the one successful key to all of these over time has been the regional consortia or councils made up of all stakeholders in a region. It is imperative to maintain these for the systemic development of school-to-work in Wisconsin.

### Summary

Momentum for School-to-Work in the Chippewa Valley is at a positive level. I encourage the legislators to continue to be proactive in providing a structure, framework, and appropriate resources to keep this going. At this time, it is more important to avoid segregation, disengagement, and animosity between the leading agencies in this state and create an environment whereby all students and learners benefit.

**School-to Work Council ★ Chippewa Valley**  
**STWOA Implementation Grant Composite Benchmark Data Report**  
**May, 1996**

Revised Copy 10/2/96

<i>Program Information</i>		<i>Actual Number 4-15-96</i>	<i>Percent</i>	<i>Wisconsin Statistics</i>
<b>School-Based Learning:</b>				
1.	9-12th grade students participating in job shadowing activities.	1131	7.80	7.50
2.	11th grade students with written career plans	3036	85.30	59.00
3.	11th grade students who have formally identified a career major	1634	45.90	38.00
4.	9-12th grade students enrolled in integrated & applied academic & occupational courses	6211	42.80	28.00
<b>Work-Based Learning</b>				
1.	11-12th grade students enrolled in a state endorsed youth apprenticeship program	11	.16	723 students/ % Not Disclosed
2.	11-12th grade students enrolled in a STWOA skill certified COOP program	148	2.10	230 students/ % Not Disclosed
3.	9-12th grade students in all other school supervised paid work experiences	1064	7.30	4.70
4.	9-12th grade students enrolled in school supervised unpaid work experience	1187	8.20	3.40
<b>Employers</b>				
1.	Number of employers providing all paid work-based learning opportunities. (No %)	944+		

Grade 9 population in partnerships 1995-96 3949  
 Grade 10 population in partnerships 1995-96 3625  
 Grade 11 population in partnerships 1995-96 3560  
 Grade 12 population in partnerships 1995-96 3384

Total Grade 9 - 12 population in partnerships 14,518

Data collected from required STWOA individual school benchmark reports. Schools include 22 districts of STW Council grant, 10 schools in the CESA 11 partnership grant and the Eau Claire District grant.

Wisconsin statistics distributed at the STW State Leadership Group Meeting, September 10, 1996.

## **SCHOOL-TO-WORK OPPORTUNITY ACT**

### **School-Based Learning Components**

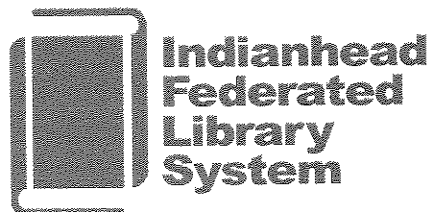
- Career exploration and counseling
- Selection of a career major by the eleventh grade
- A program of study which meets high academic standards; and
- Periodic evaluations to identify needs for additional learning opportunities to master core academic skills

### **Work-Based Learning Components**

- A planned program of job training according to a progressive skill standard
- Paid work experience
- Workplace mentoring
- Instruction in general workplace competencies; and
- Instruction in "all aspects of an industry"

### **Connecting Activities include:**

- Matching students with employer's work-based learning opportunities
- Serving as a liaison among parents, employers, schools, teachers, students
- Providing post-program assistance to students
- Providing technical assistance to partners in such areas as:
  - designing work-based learning
  - counseling and case management services
  - teacher training
  - training of workplace mentors and counselors
- Evaluation and followup of post program graduates
- Linking youth development activities with company strategies for upgrading the skills of adult workers



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April 22, 1997

Joint Committee on Finance  
Wisconsin Legislature  
State Capitol Building  
Madison, Wisconsin

Committee Members:

I am so pleased that you are able to bring the important work of your committee to the people as is indicated by this meeting in Eau Claire. You have a very difficult job to do as you deal with all the funding requests which you must consider as you create the next biennial budget.

I am President of the Indianhead Library System Board of Trustees. I am writing you to remind you of the shaping influence a library probably has been in your life. Now as in the past libraries are a bastion of strong cultural values. They serve everyone regardless of viewpoint or ethnicity. They are a major symbol of democracy.

Today libraries are trying to continue to be that strong community force. They continue to try to be the place anyone can go for a wide range of information. However, times are changing. Libraries have to compete harder and harder to get their funding. At the same time library clients are demanding more costly technology based services.

I know many libraries in our part of the state struggle to maintain open hours, to replace reference books in a timely way, to get the new books their users demand. We ask you, in any way you can, to help our libraries meet today's challenges. I believe libraries are one of our most important public institutions. Please help them continue to be that shining light in our society.

Thank you for listening to my thoughts. And thank you again for coming to Eau Claire.

Sincerely,

A handwritten signature in black ink that reads "MARILYN J. HOLTE". The signature is written in a cursive, flowing style.

Marilyn Holte, President  
Indianhead Library System  
Board of Trustees

TO: Members of the Joint Committee on Finance

FROM: Allen Brown  
The Title Company  
715-838-2800

RE: Budget Sections 4950 and 4951 Should Be Deleted  
(Removes "Cap" on Fees for the Sale of Court Documents)

DATE: April 22, 1997

Wisconsin's Open Records Law establishes the amount which can be charged for copies of public records. The Budget contains a provision, however, which will remove the current "cap" on what can be charged for certain court records. This provision of the bill, which appears in Sections 4950 and 4951 (on page 1832), should be deleted from the bill.

The current law balances the interests of record custodians with the interests of those dependent upon access to the records: real property buyers and sellers, Realtors, lenders, and title insurers. The Budget provision would likely result in much higher costs, which will only be passed along to others.

For your convenience, the Budget language and the statutory sections which would be affected appear below, along with the LFB analysis.

1997 - 1998 Legislature

-1832-

ALL:all:all

**SECTION 4950**

**IDENTICAL TO 1997 AB-100 (LRB-2310/1) AND 1997 SB-77 (LRB-2505/1)**

- 1 **SECTION 4950.** 758.19 (2) (a) of the statutes is renumbered 758.19 (2).
- 2 **SECTION 4951.** 758.19 (2) (b) of the statutes is repealed.
- 3 **SECTION 4952.** 758.19 (3) of the statutes is repealed.

**758.19 JUDICIAL BRANCH AGENCIES**

and ch. 40 applies to the director as it applies to justices of the supreme court.

(2) (a) The director may establish and charge fees for the provision of services or sale of documents concerning any of the following:

1. Uniform court forms.
2. Computer generated special reports of court information data.
3. Photocopies.
4. Pamphlets.

(b) The fees are subject to the cost limitations under ss. 19.35 (3) and 20.908.

**7. FEES FOR THE SALE OF COURT DOCUMENTS**

Governor: Eliminate the current restrictions which limit the amount the Director of State Courts Office can charge for court forms, computer-generated special reports, photocopies and pamphlets, to the actual costs associated with the compilation and distribution of the documents. Under the bill, there would be no maximum amount that could be charged.

[Bill Sections: 4950 and 4951]

## Memorandum

April 22, 1997

**To:** Members of the Joint Committee on Finance  
**From:** Mike Grotefend, for Corrections Corporation of America  
**Re:** Budget Provision on Private Contracting Merits Support

The proposed 1997-1999 state Budget contains a provision which would permit the Department of Corrections to contract with a private entity to house up to 500 inmates at a facility in another state. During his Budget message to the legislature on February 12, the Governor identified the Prairie Correctional Facility in Appleton, Minnesota, as the appropriate facility to utilize under this provision. The Prairie Correctional Facility is a modern, state-of-the-art prison owned and operated by Corrections Corporation of America ("CCA").

CCA was founded in 1983. It is the largest and most experienced developer and manager of privatized correctional and detention facilities in the world. Providing a safe and secure environment for the community, the employees, and other inmates is the top priority of CCA.

CCA saves government money by building efficiently designed facilities, hiring an adequate number of staff, efficiently managing personnel, and streamlining purchasing procedures.

The Prairie Correctional Facility was constructed by the Appleton Prison Corporation, at the behest of the local community development authority in Appleton, Minnesota. CCA assumed management of the facility on October 1, 1996. Currently the facility holds space for 564 medium security inmates, but an expansion project which will add 512 beds in 1997 is underway. Inmates from the states of Minnesota and Colorado are currently housed at this facility.

The Prairie Correctional Facility contains state-of-the-art safety and security equipment and the most modern correctional technology. The facility's comprehensive programs include adult basic education, GED preparation and vocational training, as well as counseling, substance abuse treatment, religion, and recreation.

Your support for this important Budget provision would be appreciated.

Joint Committee on Finance Public Hearing  
Testimony by Deborah Gomer, Administrator  
Chippewa Valley Homecare  
April 22, 1997

Thank you Mr. Chairman and members of the committee for the opportunity to speak before you today. My name is Deborah Gomer. I have been involved in homecare for 7 years. I was the Administrator of a County owned homecare program for 5 years and in September of 1996, I accepted the position of homecare Administrator for a newly established private homecare program, Chippewa Valley Homecare. Chippewa Valley Homecare does not offer personal care worker services. As Administrator, I was involved in the decision not to offer personal care worker services. The decision was made due to financial reasons. At a reimbursement of \$11.05 per hour, offering personal care worker services would mean starting an agency knowing you would lose several dollars per hour for every hour of personal care worker services provided. I know from experience as administrator of a county program that personal care worker services are extremely difficult to provide.

Industry-wide and state-wide, homecare agencies compete in a job market where individuals can and do earn a higher wage in the fast food industry and as retail clerks.

With a projected 1% increase in reimbursement rates, personal care worker services will be reimbursed an additional \$0.11 per hour. This is rather insulting considering the actual costs to provide personal care worker services. A 1% increase certainly does not provide any incentive for me to begin offering personal care worker services.

Medical assistance reimbursement for skilled nursing are significantly less than the actual costs for providing services. Agencies are currently losing \$5.55 per visit for skilled nursing and \$3.43 per visit for home health aides.

Medical Assistance does not reimburse for Social Worker services. Agencies provide Social Worker services because there is a need but are not able to be reimbursed.

The current Medical Assistance reimbursement rates are inadequate. Agencies will not be able to provide services to Medical Assistant patients at the current or proposed reimbursement rates. Without homecare, patients will be forced into institutions. Institutional care is far more costly than homecare.